



## GALLMAN ELEMENTARY

255 Hawkins Road  
Newberry, S.C. 29108

**GRADES** 4-5 Elementary School

**ENROLLMENT** 387 Students

**PRINCIPAL** Cathie Hartzog 803-321-2655

**SUPERINTENDENT** Dr. V. Keith Callicutt 803-321-2600

**BOARD CHAIR** Mr. Lee Attaway 803-945-7083



## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	26	53	10	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Good	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No

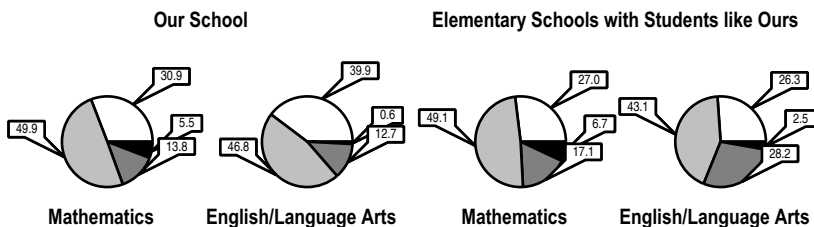
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	382	99.2	39.6	47.1	12.7	0.6	23.3	Yes	Yes
<b>Gender</b>									
Male	203	99.5	43.9	41.8	13.8	0.5	23.8		
Female	179	98.9	34.9	52.9	11.6	0.6	22.7		
<b>Racial/Ethnic Group</b>									
White	92	98.9	21.7	51.8	24.1	2.4	36.1	Yes	Yes
African-American	252	99.6	44.5	46.5	9.0	0.0	18.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	37	97.3	50.0	37.5	12.5	0.0	21.9	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	308	99.7	34.4	50.5	14.4	0.7	26.8		
Disabled	74	97.3	61.4	32.9	5.7	0.0	8.6	No	Yes
<b>Migrant Status</b>									
Migrant	13	92.3	70.0	20.0	10.0	0.0	10.0		
Non-migrant	369	99.5	38.7	47.9	12.8	0.6	23.6		
<b>English Proficiency</b>									
Limited English Proficient	25	96.0	72.7	22.7	4.5	0.0	4.5	I/S	I/S
Non-Limited English Proficient	357	99.4	37.5	48.7	13.3	0.6	24.5		
<b>Socio-Economic Status</b>									
Subsidized meals	308	99.0	45.6	46.0	8.4	0.0	17.4	No	Yes
Full-pay meals	74	100.0	16.2	51.4	29.7	2.7	45.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	382	99.5	30.7	50.0	13.8	5.5	31.2	Yes	Yes
<b>Gender</b>									
Male	203	99.5	31.2	48.1	14.8	5.8	32.3		
Female	179	99.4	30.1	52.0	12.7	5.2	30.1		
<b>Racial/Ethnic Group</b>									
White	92	98.9	16.9	41.0	26.5	15.7	54.2	Yes	Yes
African-American	252	99.6	34.3	53.9	9.4	2.4	23.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	37	100.0	39.4	42.4	15.2	3.0	30.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	308	100.0	27.4	50.3	15.8	6.5	36.0		
Disabled	74	97.3	44.3	48.6	5.7	1.4	11.4	No	Yes
<b>Migrant Status</b>									
Migrant	13	100.0	54.5	36.4	0.0	9.1	9.1		
Non-migrant	369	99.5	29.9	50.4	14.2	5.4	31.9		
<b>English Proficiency</b>									
Limited English Proficient	25	100.0	56.5	39.1	0.0	4.3	8.7	I/S	I/S
Non-Limited English Proficient	357	99.4	28.9	50.7	14.7	5.6	32.7		
<b>Socio-Economic Status</b>									
Subsidized meals	308	99.4	35.4	51.4	10.4	2.8	23.6	Yes	Yes
Full-pay meals	74	100.0	12.2	44.6	27.0	16.2	60.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	202	98.5	47.0	37.7	15.3	N/A	15.3
	Grade 5	196	98.5	60.4	33.5	4.9	1.1	6.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	181	100.0	35.2	48.0	16.2	0.6	16.8
	Grade 5	201	98.5	43.8	47.9	7.8	0.5	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	202	99.5	26.1	50.5	16.8	6.5	23.4
	Grade 5	196	99.5	39.7	46.7	10.3	3.3	13.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	181	100.0	21.8	54.7	17.9	5.6	23.5
	Grade 5	201	99.0	38.9	46.6	9.3	5.2	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 387)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	1.0%	Up from 0.7%	3.7%	2.7%
Attendance rate	96.6%	Up from 92.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.6%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.0%		4.1%	3.5%
Eligible for gifted and talented	7.4%	Down from 7.8%	9.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.4%	Down from 16.8%	8.9%	8.2%
Older than usual for grade	2.1%	Up from 2.0%	1.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 1.0%	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	42.9%	Up from 40.0%	46.9%	51.4%
Continuing contract teachers	75.0%	Down from 83.3%	87.2%	87.5%
Highly qualified teachers**	100.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	4.0%		0.0%	0.0%
Teachers returning from previous year	81.8%	No change	86.2%	86.7%
Teacher attendance rate	95.6%	Down from 96.8%	94.7%	94.9%
Average teacher salary	\$37,948	Up 5.7%	\$40,076	\$40,760
Prof. development days/teacher	13.1 days	Up from 11.5 days	13.3 days	12.4 days

School

Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.0 to 1	17.8 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 88.0%	89.8%	90.0%
Dollars spent per pupil*	\$5,962	Up 4.8%	\$6,159	\$6,044
Percent of expenditures for teacher salaries*	69.2%	Up from 68.7%	65.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.6%	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gallman Elementary is 50 years old this year! We are presently serving all the fourth and fifth grade students in the town of Newberry and its surrounding rural area. As a Title One School, we continue our focus on student improvement in Math, Science, Social Studies, and especially English Language Arts which is our area of greatest concern in both 4th and 5th grades.

In order to enhance student achievement, teachers were provided professional development opportunities that support best practices for teaching and learning. Book studies, sustained staff development in reading, writing and assessment along with a continuation of our Everyday Math program were utilized by the teachers to support instruction. An additional position was added to our staff this year in support of our school-wide science curriculum. In conjunction with the State Department of Education's Math and Science Unit and our district, Gallman Elementary School received a Science Coach. Also, the principal completed the CP& L Leadership Institute, a two-year leadership program.

Highlights of our school year include: the selection of a Gallman Elementary School teacher as runner up to the District Teacher of the Year (this is the third consecutive year a Gallman Elementary School teacher has either been district winner or runner up), the support of the PTO has been a positive resource for faculty and students throughout the year, the naming of 20 students as Duke TIP Scholars, the winner of the district Lt. Governor's Writing Award was a 5th grade GES student, the selection of one of our students to be a member of the SC Honors Choir, the selection of a teacher to attend Roper Mountain Science Institute, the funding of the 21st Century after school and PLUS Programs, the utilization of the CHAMPS procedures, and the strong commitment toward the application of technology in the classroom.

Another highlight of our year was the preparation of our move to the "new" Gallman Elementary School due for completion in the summer of 2004. The school as well as the teacher and student population will change. The "new" Gallman will be located in a different attendance area and will serve students in PreK-5th grades.

This will be a new beginning for a school that has served its community well for the past 50 years. We look forward with great anticipation to the 2004-2005 school year, which will be filled with exciting possibilities.

Reggie Wicker, SIC Chairman  
Cathie Hartzog, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	172	110
Percent satisfied with learning environment	91.7%	87.1%	79.4%
Percent satisfied with social and physical environment	83.3%	79.9%	78.7%
Percent satisfied with home-school relations	62.5%	83.3%	66.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.